

Study programme	<b>English Language for Education</b>
Faculty	Faculty of Education
Form of study	full-time, bachelor
Study length (years)	3
Academic degree	Bc.
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## Programme description

Graduates have gained thorough theoretical knowledge of linguistic disciplines, a wide knowledge of literature in English, including children's literature, and the culture and history of English-speaking countries. They understand theoretical principles of English as a foreign language. Graduates possess relevant competences needed for the profession of teaching assistants in primary and lower secondary schools (5-15 age group). Graduates can also make full use of their competences and gain employment outside the education system, e.g. in international departments, administration or language agencies.

## Admission requirements

Completed secondary level of education – graduation exam from secondary education.

Applicants' admission will be reviewed based on the following documents - overview:

- a **graduation certificate** from the secondary level of education officially recognized by Czech authorities (more information [here](#)),
- an **English language certificate – B2 level** according to CEFR (see *language competence* below),
- a **CV**,
- a **motivation profile essay** – approx. 9 000 characters long, focused on the area of study and proving the applicant's fitness for study.

### ***Language competence:***

The standard English language requirement is at a level **B2** in accordance with the **Common European Framework of Reference for Languages** (CEFR).

Minimum language requirements in the Test of English as a Foreign Language (TOEFL): Internet based Test (IbT): 70, Computer based Test (CbT): 195, Paper based Test (PbT): 525 or an International English Language Testing System (IELTS) overall band score of at least 6.0.

Applicants are required to upload these documents to the [application system](#) by 30 April 2022.

## Graduate profile

Graduates have gained thorough theoretical knowledge of linguistic disciplines, a wide knowledge of literature in English, including children's literature, and the culture and history of English-speaking countries. Graduates understand theoretical principles of foreign language learning and acquisition and their application in English lessons at primary and lower secondary schools.

### Graduates

- have been taught the theory of English linguistics and have acquired a wide knowledge of the literature, culture and history of English-speaking countries,
- demonstrate thorough theoretical knowledge in the field of English language acquisition and learning,
- categorize, discuss and modify the acquired theoretical knowledge,
- apply and demonstrate acquired knowledge in practice,
- can apply the acquired theoretical knowledge when interpreting texts in their own language production and when selecting materials for teaching English at primary and lower secondary schools,
- are well informed about a wide range of teaching methods and can explain the use of suitable teaching methods, techniques and classroom organization, considering learners' age, language proficiency level and their individual abilities, including learners with special educational needs,
- can critically evaluate the significance of different trends in foreign language teaching and define effective techniques and classroom procedures,
- can use computer technology and digital materials effectively for their own professional development,
- use English in communication (both productively and receptively) at level C1 or higher.

### Graduates

- can critically evaluate educational theories and relate these to practice,
- can analyse educational conditions in a school, region or a country and explain how these can affect the teacher profession,
- can characterize psychological aspects of learning with regard to different age groups, planning curricula and evaluating learning outcomes accordingly,
- can describe, evaluate and innovate the structure and content of genuine school curriculum documents,
- can recognize and respect learners with different abilities and special education needs and adopt appropriate strategies.

### Graduates are also expected to

- use self-reflection and self-evaluation to enhance their professional development,
- critically evaluate various recommendations for educational situations in schools (publications, resource books, online materials, workshops, examples of good practice from other countries, etc.),
- adopt an active approach to solving various educational situations in schools.